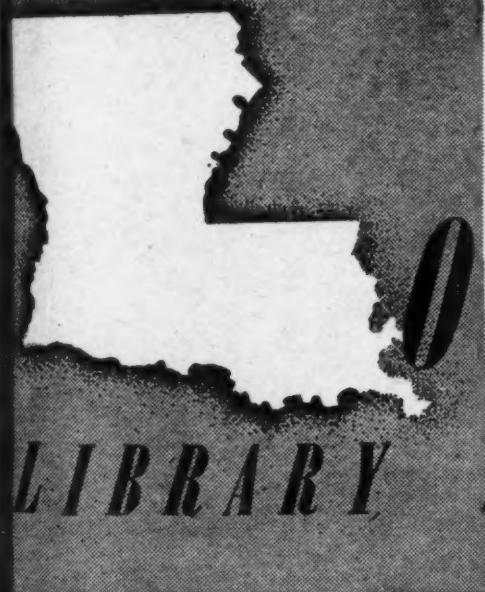


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Louisiana Library Association

14 No. 1

Progress Report

Winter 1951

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THE BULLETIN

of the

LOUISIANA LIBRARY ASSOCIATION

VOLUME 14

NUMBER 1

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YOU AND THE L. L. A.

FRANCES VIVIAN FLANDERS

President, Louisiana Library Association

It is with a great deal of humility that I enter my term as President of the Louisiana Library Association. I realize the responsibility and trust that have been placed in me and I am cognizant of the wonderful example which the twenty-five splendid former Presidents have set for me to follow. The Louisiana Library Association has meant much in the library development of the State of Louisiana.

While organizing the work of the Association for the year 1951, I have been most favorably impressed with the wonderful spirit of cooperation shown by the membership. The acceptance of committee appointments has been almost unanimous. It is indeed a pleasure to know that the members are willing and eager to share in the work of the Association.

In the preparation of this message I have drawn liberally for ideas on the recent book, *The Public Library in the United States* by Mr. Robert D. Leigh. He devotes a section to the influence of professional library organizations upon library development. Mr. Leigh states: "One of the most highly valued functions of library associations at all levels, is the exchange of ideas concerning methods of improved practices, between specialists in each of the several branches of library activity. A large part of the space in library journals and of the time of those attending conferences is taken up with this trading of technical experience. By itself serving as a clearinghouse for those engaged in similar technical jobs, it is of personal tangible value to individual librarians, a value which probably justifies its existence as a professional association of librarians."

Mr. Leigh goes on to say that a professional organization has another function, not so obvious, but just as valuable. That of organizing and emphasizing matters of concern to the profession as a whole. In

this category are the problems of training, salaries, recruiting, pensions and library extension. Only by showing our concern with these questions can librarians become active professional citizens as well as technicians. Mr. Leigh expressed approval of the organization and procedures of the various library associations which he studied. He found that the machinery and practices of the library associations are definitely shaped toward democratic control and member participation. He compared the structural framework of library associations with that of governments and found in them many points of similarity and many of the same problems. He expressed the opinion that the formal machinery for elections, deliberation and policy-making in the library associations were more democratic than in other professional organizations.

Libraries and librarians are in a most strategic place to make a contribution to society. This year we are especially fortunate in having a definite goal toward which to work. I speak of the Citizenship program being sponsored by the parish libraries and the State Library for 1951 and explained elsewhere in this issue of the Bulletin. I urge all Louisiana Library Association members to participate actively in this program. Much can be done toward stimulating a more active Louisiana citizenry.

In most states the main burden of promotion of state programs of library development has been carried on by the librarians of the state, organized into professional associations. A realization of this fact offers a challenge to the Louisiana Library Association. If we work together for needed improvements, we can accomplish much. Let us make the Louisiana Library Association a living vital force in the State of Louisiana.

GUIDANCE FOR NATCHITOCHES HIGH SCHOOL TEEN-AGERS

LUCILLE T. CARNAHAN

Instructor, Library Science, Northwestern State College*

Young people today are given much freedom and independence in determining their futures, in arriving at solutions of their personal problems, and in choosing their leisure time activities. This does not eliminate or minimize the need for adult guidance; it merely makes the giving of it very difficult.

Teen-agers like to feel that their judgment is sound. Many are prone to feel that advice from an old person—in their minds, anyone from twenty-five up—is so out-dated and so out of line with the times as to be of no value to them. Their frankness in stating their lack of need for advice from their elders causes both parents and teachers to proceed very cautiously in giving unsolicited help. It becomes increasingly important that the person whose place it is to guide our young people must be one who makes a real study of the art of how to win friends and influence teen-agers. To be influenced or guided today, the adolescent must feel that the adult is talking to him man-to-man or as a friend. He likes to feel that he has been called on to help formulate plans or to assist in finding solutions of problems that have arisen.

The students at Natchitoches High School are not unlike other teen-agers in their desire for independence and for freedom to do as they please. But like other young people they, too, need guidance in solving their personal problems, in selecting their life work, and in choosing their leisure time activities. Being fully aware of the problems involved and the magnitude of the undertaking, the librarians at Natchitoches High School decided to sponsor a threefold guidance program, one which would stress the personal, recreational, and vocational phases of pupil guidance.

We began by enlisting the cooperation of the principal, the faculty, and the students. The principal appointed a guidance committee with the librarian as chairman. The committee began by studying the needs of Natchitoches High School in relation to the guidance program of the Southern Association Evaluative Criteria. This prompted the committee to suggest an experimental plan of guidance for the year. The faculty accepted the plan, part of which was put into effect last year.

The library began immediately to prepare for its part in the various programs. We realized that changing conditions made our vocational materials either out-of-date or inadequate. We knew, too, that much up-to-date material was not immediately available when requests for specific occupations came in. We, therefore, started reorganizing and reclassifying our books and pamphlets under specific subjects according to subject headings in the H. W. Wilson publication, *Occupational Pamphlets*. An occupational index for our holdings is being kept so that our materials are immediately located. To keep our holdings up-to-date, we instituted a regular monthly order for information on careers.

In order to learn whether or not our occupational material was adequate for last year's needs, we had the seniors fill out a questionnaire indicating their occupational interest, the college or industry on which information was wanted, and their immediate plans following graduation. With this information, we were able to get college catalogs and business information that would be needed during the year. We ordered materials for occupations on which we had no information; we clipped articles from newspapers and magazines donated by people in town; we made

bibliographies on our present holdings. Individual folders were prepared for each senior by filling old mailing envelopes with everything pertaining to that senior's career interest. These envelopes, each labeled with the occupation its contents discussed and with the name of the senior who requested it, were placed on a special shelf for the seniors.

To make all of the pupils conscious of the library's holdings on occupations that are good today, we began a weekly library exhibit under the caption, "Career of the Week", an exhibit that was "sparked" by an assembly program sponsored by the library and an interested classroom teacher and called the "Speaker of the Week." Each week a qualified person spoke to the student body on some phase of vocational opportunity. Following the assembly talk the students were reminded of the display of information on that career to be found in the library that week.

Twelve speakers appeared during the Spring, each presenting an occupation available now and pointing out the opportunities and advantages afforded by that occupation. Each speaker was introduced by a senior who was interested in following the career on which the speaker was to talk. We have long felt, although career days are helpful, too much must of necessity be concentrated into one such day and that a more effective means of presenting career possibilities would be to spread it over many days and weeks. The success of this dual "Career of the Week-Speaker of the Week" program bore out that contention.

The seniors themselves took the lead in helping us to promote and make successful the second phase of our guidance program—that of solving personal problems. The entire student body was invited to write problems that they would like to have discussed on unsigned slips of paper and to drop the slips in a "Problem Box" at the main desk in the library. They were told that a group of "experts" would discuss the problems each week in

a student forum. Each week a capable senior was selected as chairman of a panel, and he in turn selected two boys and two girls from the list of seniors who had volunteered for such service. The day before the assembly panel discussion, the panel group selected from the box four or more problems for discussion. Each panel member then familiarized himself with the ramifications of the problems by reading from our books, pamphlets, and magazines so that he could discuss the topics in assembly freely and with authority. Without any rehearsal, the panel chairman led a very lively discussion which was enthusiastically received by the students. As proof of its popularity, we have had this year many requests from the students to continue the panel discussions on personal problems.

We think that as a whole the students in Natchitoches High School are good readers, although we know that there are many capable of appreciating good literature who are not reading the best books. To guide the many who could have and should have been reading the world's best books, we sponsored a reading program with the cooperation of the English Department. Early in the Spring, the students were challenged to prove who were the better readers in the Natchitoches High School—the boys or the girls. We told them that we had made out a list of "Books That Live", books that were so worthwhile that the people of the world would not let them die. We suggested that everyone try to read as many books from that list as possible to be better prepared for a school wide literary quiz which would answer the question: Are the boys or girls the best read. A 167 point written test was given in the English classes to each pupil. The climax of the reading program was a radio quiz program over our local radio station. This "Battle of the Sexes" between the two best read girls and the two best read boys as indicated in the school wide literary quiz was to prove whether the boys or

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the girls deserved the title of the best read students in the school. This 15 minute quiz ended in a tie between the sexes, but a boy was high point man.

The students really enjoyed their spring reading and kept our classics circulating continuously. In fact we had to supplement our collection with books from the college and parish libraries. At the end of the first six weeks 265 classics had circulated. The school wide literary test proved that they had read with understanding.

We feel that our three-fold guidance project is one of the biggest and most far reaching projects that we have ever undertaken. It will grow over a period of years and will, we hope, become a permanent part of our work with teachers and pupils. We were more than pleased when the Modisette Award Committee selected the Natchitoches High School Library as winner of the 1949-50 award for its outstanding guidance project.

*Formerly Librarian, Natchitoches H.S.

FIVE DECADES OF LIBRARY EDUCATION IN THE SOUTH

FLORRINELL F. MORTON

Director, L. S. U. Library School

In 1905 the first Southern library school came into existence as an outgrowth of the apprentice classes which had been operated by the Carnegie Public Library of Atlanta for the training of its own staff members, and in answer to the demand for its graduates from other cities and states in the region. The national picture of library education of which this event was a part was one of considerable activity. During the eighteen years since the establishment of the first library school by Melvil Dewey at Columbia University in 1887, six additional schools had come into existence: Pratt Institute Library School (1890), Drexel Institute of Technology School of Library Science (1891), University of Illinois Library School (1893), Carnegie Institute of Technology Library School (1901), Simmons College School of Library Science (1902), and Western Reserve School of Library Science (1904). Dewey's opponents who had argued that library schools were unnecessary, and that the apprenticeship method was superior, had lost the battle. Curricula,

however, still were concerned largely with routines and methods and practical work played a very important part in the training of the librarian. The profession was keenly interested in developments in library education. In 1887 a special committee on library training had been named by the American Library Association to report on Mr. Dewey's experiment, and thereafter scarcely a year had passed without a report from a similar committee. Library training agencies were no longer confined to the eastern seaboard, but were to be found in the middlewest, and now in the south. Although a number of schools came into existence in other sections of the country during the years that followed, the Atlanta school remained the only southern school with the exception of the tragically short-lived school of the University of Texas (1919-1925) until the twenties.

Although only one of the presently accredited library schools of the south had its inception before 1920, throughout the United States the increase in number of training agencies and the diversity in or-

ganization and content of programs between 1887 and 1920 focused attention nationally on the need for study, evaluation, and coordination of professional education for librarianship. From 1920 to 1930 the profession looked with critical eyes at library education, and through cooperative effort brought about far reaching changes.

In 1923, at the Hot Springs Conference of the American Library Association, the appointment of the Temporary Library Training Board was authorized by council. Its first report, made the following year at the Saratoga Springs Conference, included a provisional scheme for accrediting training agencies, and presented interesting data about existing schools. Eighteen schools offering not less than a year of training were in existence with entrance requirements ranging from "high school diploma and library position, or under definite appointment" to college graduation. The programs of education were of a year's duration with the exception of the New York State Library School (Dewey's school now moved to Albany), and the New York Public Library School, each of which had two year programs. Credentials varied from nothing to the B.L.S. degree for completion of the two year program.

Also in 1923 was published Charles C. Williamson's report, *Training for Library Service*, which was prepared for the Carnegie Corporation of New York, and which proved to be the most influential single document in the history of library education. Based upon visits to the library schools then in existence, the report, among other recommendations, urged that library schools be affiliated with universities, and that they avail themselves of the resources of these institutions; recommended that faculties of library schools be on full time teaching basis; insisted that library schools concern themselves with the professional aspects of library work; and urged that a national body be established to stimulate progress among the schools, and to

enforce standards.

In 1924 the Board of Education for Librarianship was established to replace the Temporary Training Board in accordance with one of Dr. Williamson's recommendations. Most of his recommendations have been put into effect with some modifications. His recommendation of university affiliation resulted in the removal of some library schools from public libraries to university sponsorship, and the discontinuance of others. Every library school in the south, with the exception of the Atlanta school, came into existence after the Williamson report and was greatly influenced by it.

In 1925 the Council of the American Library Association adopted the Minimum Standards proposed by the Board of Education for Librarianship, and in 1926 the Board issued its first list of accredited schools.

1925 to 1935 saw many of the Williamson recommendations implemented through the generosity of the Carnegie Corporation in its Ten Year Program. Grants to library schools, financial support for the Board of Education for Librarianship, and scholarships to librarians brought about a much more rapid development and improvement than could otherwise have been possible. A most significant event was the establishment in 1928 of the Graduate Library School of the University of Chicago, the first, and for twenty years, the only advanced graduate library school in the United States.

The twenties also saw the creation of the largest number of schools of any decade in library education history, with only two of the thirteen established being in the eastern United States. Two Canadian schools and three additional schools in the south were established in this period. The remainder were located in the midwest and west.

During this very active period the south, too, was stirring. In 1926, at the Fourth Biennial Conference, Signal Mountain, Chattanooga, the Southeastern Library As-

sociation adopted a program for the development of library service in the south which had far reaching effects on library education. Only one of the points enumerated in the program specifically applied to library education. This called for the establishment of additional library schools for the training of librarians in the southern region. The other five, however, in an indirect way were every bit as important in that they pointed the way to a library development that would create the demand for the product of the library schools. These recommendations called for: (1) The strengthening of state library extension agencies. (2) The extension of library services to rural areas through the development of county libraries. (3) The enlargement of school library supervisors by state departments of education. (4) The setting up of new standards for libraries of secondary schools and colleges having membership in the Southern Association.

In 1929 the Policy Committee of the Southeastern Library Association, in Atlanta, reiterated the points of this program, and enlarged upon them. In regard to library education this committee recommended that a general survey of the whole library school situation in the south be made by the American Library Association Board of Education for Librarianship.

In 1927 the Southern Association of Colleges and Secondary Schools adopted its first Standards for High School Libraries. These and their several revisions have influenced library school programs, have stimulated enrollments in library schools, have created a demand for school librarians which has resulted in the development of school library programs in many teacher training institutions in addition to those in the library schools; and have contributed to raising the level of school library service to a remarkable degree in the states of the Southern Association region. Standards for school library service were being established also by state departments of education to supplement those of the Southern Association, and likewise were

instrumental in increasing the demand for trained school librarians.

State school library supervisors, and state extension agencies in the south were coming into existence in the twenties—potent factors in the increase in demand for librarians and in the development of library training agencies.

Library education was now available to white librarians in library schools established in North Carolina, Tennessee, and Texas, in addition to Georgia, and in numerous programs of less than library school proportions in these and other southern states; and to Negro librarians at Hampton Institute in Virginia.

Eleven schools, five of which were in the south, were established during the thirties, and many of the plans and proposals made during the preceding decade were brought to fruition. The need for revised and more qualitative standards for accrediting library schools was met by the Board of Education for Librarianship in its Minimum Requirements for Library Schools which was adopted by the Council in 1933. An evaluation of library education was made for the Carnegie Corporation by Ralph Munn in his report, *Conditions and Trends in Education for Librarianship*, which was issued in 1936. Library educators found much to gratify them in this report which indicated that marked progress in virtually all aspects of library education had been made, but they could also find the way pointed to further advances and needed improvements.

Turning to the south we find that *A Study of the Library School Situation in the Southern States*, the survey requested by the Policy Committee of the Southeastern Library Association, was issued in 1931. Its frank criticism of weak points, its recognition of local needs, and its sound advice proved most helpful at the outset of a period when a number of southern schools were in their infancy, when additional schools were being established in Kentucky, Louisiana, North Carolina, Texas, and Virginia, and when programs for

teacher-librarians were developing rapidly. One recommendation, which was adopted, has been of extreme importance. The survey recommended "that the Southern Association adopt standards for institutions proposing to train school librarians accredited by the Association which insure proper auspices and environment for such training." Standards were adopted in 1930 and last revised in 1946 (effective 1948-49) and accrediting of library training programs was begun in 1933 by the Southern Association. Although the Southern Association has discontinued this activity recently, it has, through its accrediting program and through its statement of standards, done much to raise the level of education for school librarianship throughout the south and its influence has gone beyond the states coming under its jurisdiction.

In 1930 Miss Tommie Dora Barker, Librarian of the Carnegie Library of Atlanta and Director of its library school, was appointed on a Carnegie grant to a five year term as Regional Field Agent for the South of the American Library Association. The advice, information, and stimulation which she brought on her various visits and her report, *Libraries of the South*, published in 1936, were invaluable to a region in a period of rapid library and library education development.

In 1935 a conference on Education for Librarianship was called for Atlanta upon the initiative of Committees of Cooperation of the Southeastern and Southwestern Library Associations asking for a meeting with Southern Association and in cooperation with the regional office of the American Library Association. This was the first of a number of cooperative efforts in the development of library education programs in the south, and might be said to have set the pattern which can be seen in the south's attacks upon library education problems, down to the present time.

The question of opportunities for the education of Negro librarians in states where dual systems of education exist was

raised by the discontinuance of the Hampton Institute Library School in June of 1939. Tommie Dora Barker's Memorandum on the Need in the South for a Library School or Schools for Negroes, prepared at the request of the Board of Education for Librarianship, was issued in 1939. Two of its recommendations had direct and almost immediate effect upon library education. They were: (1) "There should be one library school in the south (for Negroes) which offers the full year professional curriculum leading to the first degree in Library Science"; and (2) "Courses in Library Science on the semi-professional level for teacher-librarians should be available in each state."

The history of library education would seem to go in cycles, as does perhaps any development. First there is agitation, evaluation, proposals and criticisms, studies, surveys, conferences and recommendations from within the profession and among the library schools. Then follows a period in which the criticisms are assayed, the recommendations and proposals are considered and action is taken. Again during the forties education for librarianship was in the first period of the cycle. Toward the end of that decade the pendulum had swung, and we had entered into the period of action. A brief listing of some of the important studies and events at the national level will show their extent and intent:

1945. A discussion at A.L.A. Council Meeting on December 28, on the inadequacy of numbers and preparation of library personnel led to the passage of a motion directing the Board of Education to consider the recommendation that Type III (undergraduate) library schools be expanded.

1946. The Division of Library Education was established by Council on June 21, to supersede the Professional Training Round Table. Its purpose is "to advance the interest of librarianship through the maintenance and improvement of standards in education for librarianship and through the study of personnel needs." Since mem-

bership in the division is open to any interested A.L.A. member it thus becomes the open forum for the discussion of library education and supplements the Board of Education for Librarianship, a five-man board with duties defined by Council, and the Association of American Library Schools which has membership limited to the A.L.A. accredited schools.

1946. A working conference on Education for Librarianship was called by the Board of Education for December 11-12 "to review the general dissatisfaction with the education of librarians, recruiting and related problems, and to plan a constructive and forward looking program for the improvement of present conditions."

1946. Two studies on library education were issued which received profession-wide attention. These were *Progress & Problems in Education for Librarianship*, a report made to the Carnegie Corporation by Joseph L. Wheeler, and *Education for Librarianship, Criticism, Dilemmas, and Proposals*, by J. Perriam Danton.

1947. The University of Denver College of Librarianship began to operate under its new and experimental program, for completion of which it offered the Master's degree. Other schools followed shortly as the appended chart reveals. Of these, three began doctoral programs.

1948. The Chicago Graduate Library School's Institute was devoted to the subject of education for librarianship and the papers presented at the Conference, edited by Dean Berelson, were published the following year.

1948. The Board of Education for Librarianship, finding that its standards for accrediting schools were no longer applicable, announced that no additional schools would be accredited, pending revision of standards.

1948. The Board of Education for Librarianship and the Association of American Library Schools sponsored a conference on library education following the Midwinter meeting of A.L.A.

1948. The Council of National Library Associations called a conference on Library Education at Princeton on December 11-12 which emphasized the need of attention to the problems of education for special librarianship.

1949. The Public Library Inquiry officially was brought to a close. This survey made by the Social Science Research Council at the request of the American Library Association and on funds provided by the Carnegie Corporation is issuing its reports in a series of volumes. The study of library schools and personnel is yet to be issued.

1950. The Council of New Library Schools was organized at the Midwinter meeting of A.L.A. to provide a forum for the discussion of common problems and a channel for the dissemination of information for schools outside the Association of American Library Schools.

The need for a thorough revision of the Minimum Requirements has long been recognized by the Board of Education for Librarianship. Hope that funds would be made available for an extensive study of personnel and training needs caused the Board to delay action for several years. The project is now underway as a cooperative enterprise with the Association of American Library Schools and the Division of Library Education, and with representation from the special libraries groups. When this enterprise is completed, upon adoption by the Council of the American Library Association of its proposed standards the schools whose accreditation has been frozen will be reviewed in the light of the new standards, and new schools will be invited to request accreditation.

Library education in the South since 1940 has been affected by the same stresses and strains which have been felt in other regions. Inadequate supply of trained librarians, dissatisfaction with library education programs, and conflicting demands of various types of libraries have placed the spotlight upon library schools. The various events and studies mentioned in the preced-

ing paragraphs have had their influence on southern library education, and in addition regional and state efforts to improve education for librarianship have met with a considerable degree of success.

The education of school librarians and the coordination of programs designed for this purpose with those of general library education have long concerned southern librarians. Five workshops initiated by the Southern Association and financed by the General Education Board and held between 1945 and 1948, were largely concerned with these problems. The first three workshops undertook to revise the standards for high school libraries and for library training agencies, and to develop curricula, and course outlines for the education of school librarians which would achieve a desirable degree of uniformity in library science programs. The fourth conference, held in Tallahassee in the Spring of 1947, brought together representatives of the various southern states for training in workshop techniques in preparation for the series of workshops for school librarians which were held through the generosity of the General Education Board throughout the south during the summers of 1947 and 1948. The fifth, under the leadership of the Southeastern Library Association, brought together in Atlanta in 1948 representatives of the school, public, and college library fields and of training agencies for the purpose of considering possibilities in closer coordination in education for various types of library services and at the undergraduate and graduate levels.

The Southern Association regional workshops did much to identify problems, to bring about, if not always a meeting of minds, an understanding and appreciation of different points of view, and to find workable solutions. Their success was due in no small degree to the preliminary work done through visits made to each state in the region by the field representative attached to the Library Committee of the Southern Association, Miss Nancy

Hoyle; through the report of her survey, *Progress and Problems in Training for School Librarianship in the South*, which was issued in 1946, and through her leadership during the conferences.

The benefits of these cooperative efforts to improve library education are still being realized. Texas has looked at its programs in education for school librarianship as recently as 1948 and 1949 and has evaluated its programs in accordance with the Southern Association Standards, to give only one example of the use to which the findings and recommendations have been put.

Library educators in the states of the Southeastern Library Association now have available invaluable data from which they can anticipate with more assurance personnel needs in libraries of the southeast, *A Report of the Southeastern States Cooperative Library Survey, 1946-47*, which was published in 1949. The survey report has much of value to states throughout the south, as well as those included in the survey, and its list of apparent needs in the field of library education and personnel quoted below, deserve consideration by all who are interested in library education in the region. They are:

1. An immediate strengthening of library education at all levels through:
 - a. Minimum essential training for the non-professional worker who will be required for many years to come in the extension program of community library service.
 - b. More adequate financial support, strong faculty appointments and curricula in the library schools continually adjusted to the changing professional ideals and regional patterns.
 - c. The establishment of one or more regional schools to provide education at the doctoral level, and to furnish opportunity for research and investigation in the library problems of the region.
 - d. More frequent opportunities in every state, and also at the regional level, for in-service training of librarians of all types

through institutes, workshops, short courses, etc.

e. Generous funds for scholarships, fellowships, and internships as an inducement and a holding technique for promising young librarians.

2. The institution of personnel administration and procedures by libraries of all types which will assure librarians of satisfactory working conditions, adequate tenure and retirement provisions, and salary scales commensurate with the responsibility of their positions.

3. An intensive, coordinated, regional recruitment campaign organized and carried on continuously, as long as necessary, to build up an adequate force of librarians who can qualify as educational leaders.

(Quoted from *Libraries of the Southeast, A Report of the Southeastern States Cooperative Library Survey, 1946-47*, published in 1949.)

General improvement in the library situation in the south can be expected to result from the Southeastern Library Survey. One of the most spectacular results has been the further study of the situation in Mississippi under the sponsorship of the State Library Commission, the University of Mississippi, and the State Department of Education. A preliminary report was issued in 1949 with the startling title "People Without Books." A further survey of the library education facilities has recently been made, and the final report of the survey is promised shortly. It can be expected to define and evaluate personnel and training needs, and to point the way to solution of those needs.

By way of summary it can be said that though the south was slow to develop library education programs, after the lapse of twenty-three years between the establishment of the Atlanta school in 1905 and Peabody in 1928 the rate of progress has been creditable. In six of the Southern Association states, Georgia, Kentucky, Louisiana, North Carolina, Tennessee, and Texas, A.L.A. accredited library schools exist, and in two of these, Texas and

Georgia, two such schools are operating. Southern Association accredited programs are available in all of the states of the region. In addition to the accredited schools, fully developed library schools, members of the Council of New Library Schools, have opened at Florida State University, and at the University of Texas, and will doubtless seek accreditation when the Board of Education for Librarianship resumes that activity. One accredited school and a number of programs for the training of teacher-librarians exist for the purpose of training Negro librarians.

Southern schools have been as sensitive to need of revision of their programs of instruction as have schools in other regions. Of the thirty-six accredited library schools in the United States and Canada twenty-three offer fifth year Master's degree programs. Of the ten remaining schools six offer fifth year Bachelor of Science in Library Science programs, and four place their programs at the undergraduate level.

The nine Southern schools either began as post-graduate schools or had changed to that pattern before the date of their accreditation. Seven have in operation programs which are based upon the concept of library education which advocates the completion of a minimum of elementary library science as a prerequisite for a graduate program at the fifth year level for successful completion of which a Master's degree is conferred. Of the remaining two, one offers such a program for students preparing for school librarianship, but is continuing for the present the more traditional Bachelor of Science in Library Science post-graduate program for preparation for other types of service, and the other is offering only the post-graduate Bachelor's program, although it does offer the opportunity for a minor in a Master's program in education for students interested in school librarianship.

The placement of elementary courses at the undergraduate level has been a question upon which there has been much dis-

cussion and considerable difference of opinion throughout the profession. Acceptance of responsibility for undergraduate preparation in librarianship for school librarians has doubtless been responsible at least in part for the general acceptance by southern library schools of the plan which makes available beginning courses at the undergraduate level and uses these upon which to build the graduate program. While a number of schools offering the fifth year Master's program in other sections also favor this plan, there are notable exceptions, Pittsburgh and Columbia, to name two.

Four schools in the United States now offer a Doctoral program in library science, but none of these is in the south. There is considerable feeling that a Doctoral program should be available in the region though not all librarians and library educators are in agreement on this matter. The Southeastern States Cooperative Library Survey recommended, as noted earlier, the establishment of one or more regional schools at the Doctoral level.

Within the frame work of the newer programs it would appear possible to give recognition to a greater extent of the needs for preparation for special libraries. Emory, in its new curriculum has provided a curriculum for science librarians, and similar programs in other fields may be expected to develop in the various schools.

With the south's regional education program there is a favorable situation for allocation of responsibility for library education, not only in regard to specializations but also as to general library education.

At a recent State Library Association Conference in a southern state in which no post-graduate library school exists, the suggestion was made by one of the speakers, that the regional education plan if made available for study of library science would be more desirable than the establishment of a library school at considerable cost to the state. Other southern states might well consider such a possibility.

State agencies and library schools have cooperated to increase the availability of institutes and workshops for librarians in service during the past several years and a steady demand for this type of service is indicated.

Although the supply of librarians in the south is inadequate, southern schools are not over-crowded, nor are a sufficient number of southern students who have chosen librarianship seeking their education outside the area to meet the personnel needs of the southern libraries. The need to recruit for librarianship is an ever present one, since even if the quantity should suffice, there is the need to recruit quality.

There is real reason for satisfaction with the progress library education has made to date in the south, as well as in the nation; and for confidence that in the future, as it has in the immediate past, the active interest of all segments of the profession can work together to provide the kind of education librarians in the South must have to exercise the education, social, and professional leadership which the people have a right to expect from them.

ACCREDITED LIBRARY SCHOOLS

<i>Date of Estab- lishment</i>	<i>Name of School</i>	<i>Type of School</i>	<i>Date of Accredi- tation</i>	<i>Present Status of Program</i>
1887	Columbia University School of Library Service (New York State Library School, Albany, 1889-1926)	I	1927	5th year Master's Program; Doctoral Program (1948-49)
1890	Pratt Institute Library School	II	1926	5th year Master's Program (1950-51)

<i>Date of Establishment</i>	<i>Name of School</i>	<i>Type of School</i>	<i>Date of Accreditation</i>	<i>Present Status of Program</i>
1891	Drexel Institute of Technology School of Library Science	II	1926	5th year Master's Program (1949-50)
1893	*University of Illinois Library School	I	1926	5th year Master's Program; Doctoral Program (1948-49)
1901	Carnegie Institute of Technology Library School	II	1926	5th year Master's Program (1948-49) Undergraduate Major;
1902	Simmons College School of Library Science	II & III	1926	5th year Master's Program (1949-50)
1904	¹ Western Reserve University School of Library Science	II	1926	5th year Master's Program (1949-50)
1905	*Emory University Division of Librarianship (until 1930, Carnegie Library of Atlanta Library School)	II	1926 1930	5th year Master's Program (1948-49)
1906	*University of Wisconsin Library School	II	1926	Undergraduate Major; 5th year Master's Program (1950-51)
1908	*Syracuse University School of Library Science	II	1930	5th year Master's Program (1949-50)
1911	New York Public Library Library School		1926	(merged with Columbia University School of Library Service, 1926)
1911	² University of Washington School of Librarianship	II	1926	³ 5th year B.S. in L.S. Program
1914	Los Angeles Public Library Library School		1926	5th year B.S. in L.S. Program; 6th year Master's Program (discontinued by the Los Angeles Public Library Board of Commissions, 1932)
1911	University of California School of Librarianship	I	1926	5th year B.S. in L.S. Program;
1917	St. Louis Library School		1926	6th year Master's Program (discontinued by the St. Louis Public Library Board of Directors, 1932)
1925	Hampton Institute Library School	III	1928	(discontinued by officials of the Institute, 1939)
1926	*New York State College for Teachers, Albany	II	1932	5th year Master's Program (1950-51)
1926	University of Michigan Department of Library Science	I	1928	5th year Master's Program; (1948-49) Doctoral Program (1949-50)
1927	Rutgers' University New Jersey State College for Women Library School	III	1929	Undergraduate Major
1927	McGill University Library School	II	1929	5th year B.S. in L.S. Program;
1928	University of Chicago Graduate Library School	I	1934	3 year program leading to Master's in approximately the 5th year of college study; Doctoral Program.

<i>Date of Estab- lishment</i>	<i>Name of School</i>	<i>Type of School</i>	<i>Date of Accredi- tation</i>	<i>Present Status of Program</i>
1928	Kansas State Teachers College	III	1932	Undergraduate Major
1928	*University of Minnesota Division of Library Instruction	III	1935	Undergraduate Major; 5th year Master's Program (1949-50)
1928	North Carolina State College for Women Dept. Lib. Science	III	1931	(discontinued by officials of the college, 1933)
1928	*George Peabody College for Teachers, Library School	II	1932	5th year Master's Program (1949-50)
	University of Toronto	II	1937	5th year B.S. in L.S. Program;
	Ontario College of Education			6th year Master's Program (1950-51)
	Library School			
1929	*Texas State College for Women Department of Library Science	III	1938	5th year Master's Program (1949-50)
1929	University of Oklahoma School of Library Science	III	1932	Undergraduate Major
1929	College of St. Catherine Department of Library Science	III	1931	Undergraduate Major
1930	Rosary College Department of Library Science	III	1938	5th year Master's Program (1949-50)
1931	University of Denver School of Librarianship	III	1934	5th year Master's Program (1947-48)
1931	Louisiana State University Library School	II	1934	5th year B.S. in L.S. Program
1931	*University of North Carolina School of Library Science	II	1934	5th year B.S. in L.S. Program; 5th year Master's of School Librarianship Program (1950 Summer Term)
1931	*Our Lady of the Lake College Department of Library Science	II	1943	5th year Master's Program (1949-50)
1931	College of William and Mary Department of Library Science	III	1938	(discontinued by action of the College, 1948)
1933	*University of Kentucky Department of Library Science	III	1942	5th year Master's Program (1949-50)
1934	*New York State Teacher's College, Genesco	III	1946	5th year Master's Program (1949-50)
1936	*University of Southern California Graduate School of Library Science	II	1938	5th year Master's Program (1948-49)
1938	*Catholic University of America Department of Library Science	II	1948	5th year Master's Program (1949-50)
1939	Marywood College Department of Librarianship	III	1946	^b 5th year B.S. in L.S. Program; Undergraduate Major
1941	*Atlanta University School of Library Service	II	1943	5th year Master's Program (1949-50)
1945	Western Michigan College of Education Dept. of Librarianship	III	1948	Undergraduate Major

Note: Type I comprises library schools which require at least a Bachelor's degree for admission to the first full academic year of library science and/or which give advanced professional training beyond the first year; Type II consists of library schools which give only the first full academic year of library science, requiring four years of appropriate college work for admission; Type III consists of library schools which give only the first full academic year of library science, not requiring four years of college work for admission.

Asterisks indicate schools which require the completion of beginning courses in library science before entrance into the graduate program.

1. Requires an orientation program of three weeks preceding the Fall session in which to introduce the students to the various areas of library service and to present to them the basic tools and techniques.
 2. Recommends that students without substantial library experience gain some basic instruction in elementary library studies and offers undergraduate courses which serve this purpose.
 3. New curricula for study leading to the Master's degree has been approved and is being offered, but pending further study the school is not requiring the thesis and comprehensive examination, and is continuing to award the B.S. in L.S.
 4. Reserves the right to require additional work of students admitted without library experience or some undergraduate work in library science.
 5. Plans are underway for a Master's program.
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MALAYA'S FIRST FREE PUBLIC LIBRARY

MOIRA LANT NICHOLS*

Kuala Lumpur

The United States Information Service Library in Kuala Lumpur, the capital of the Federation of Malaya, was the first free public library to open its doors to the people of Malaya. Library service was inaugurated formally Feb. 15, 1950; and in May, 1950, a similar USIS Library came into being in Singapore, on the island of Singapore just off the southern tip of the Malay Peninsula. These two libraries serve a combined population of 6 million of several races: Malays, Chinese, Indians, Eurasians, Europeans, and Americans.

The library in Kuala Lumpur at the present time has a collection of 6,000 books, and is growing steadily. The collection is exclusively American in authorship and subject matter. It includes children's books; biography and fiction; books about history and government; travel books; books on art; music, and drama; books on useful arts and sciences; technical and medical books; U. S. government publications; catalogues of colleges and universities; encyclopedias and other reference books; and subscriptions for 50 magazines and journals, the New York Times and the Christian Science Monitor. The library is open 6 days a week, Monday through Saturday, from 8:30 A. M. till 7:00 P. M. There are ample tables and chairs, and some readers spend several hours at a

time. Except for the reference books and magazines, all books are available for borrowing for a week and some books for two weeks. The system used is the standard Dewey Decimal and Library of Congress cards are used throughout. A card index file is a great novelty since the only other "library"—the Kuala Lumpur Book Club—has no such system. There, one wanders through the stacks looking for a book: fiction is arranged alphabetically by authors, and all other books are grouped more or less into broad classifications. This Book Club, incidentally, is on a membership basis, and the fees are not small.

Since both in system and in attitude the USIS Library is a very new thing, it would be expected that the people who frequent it would need some time to get over their timidity and to learn the new ways. In some ways this has been the case. However, there has never been any shortage of people nor any great reticence on their part to take advantage of this very real opportunity. There has been, of course, a tremendous number of questions which indicate utter incomprehension of the idea behind a "free library." For instance, one day shortly after the library opened I was helping and a young puzzled-looking Chinese boy came up to me and asked if I were an American. To

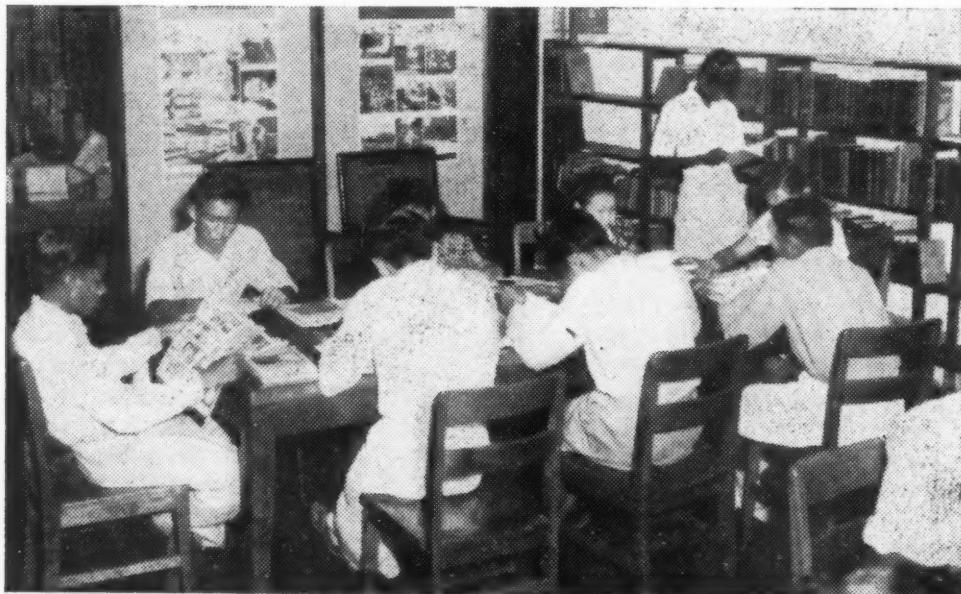
the reply that I was he said, "Then you can tell me. How does your government know that we shall return these books that we pay nothing for?" When I answered, "We trust you," his face showed both surprise and gratitude. This trust is a strange thing in a land where suspicion among the races plays a large part in relationships of all kinds. But it is appreciated. The number of regular borrowers has increased steadily and has reached over 2,000 in seven months. The average daily attendance of all kinds — borrowers, browsers, and curiosity-seekers (who are potential borrowers) has risen to 350. And the loss of books, and the damage to books, has been less than in a public library in an American city—less than 1/10 of 1%.

Broken down into racial groups the Chinese are the majority of regular borrowers (75%), followed by the Indians (23%), Malays (1%), and others (1%). Broken down into occupational groups, students—principally under the age of 15—make up the majority (65%), followed by businessmen (20%), white-collar workers

(8%), laborers (5%), and others (2%).

The library maintains a program of exhibits; each exhibit is a series of poster-size photographs which depict every possible subject from "A Typical American Family", "Public Libraries in the United States" to "The Marshall Plan in Action." These are changed often and are very popular.

Except for an American librarian who supervises both the Singapore and Kuala Lumpur libraries and lives in Singapore, the Kuala Lumpur Library staff is composed entirely of local persons, none of whom has had any library training. A Eurasian girl as assistant librarian is technically in charge. She has three library assistants, all girls—a Malay, a Chinese, and an Indian—and two library pages, both boys—an Indian and a Malay. Since there are no trained librarians in Malaya and since local girls have had no place in life outside their homes until very recently, the excellent job these girls are doing is all the more remarkable. What they lack in formal training is more than made up



A corner of the reading room



Miss Annie Lau, library assistant, with a group of Chinese girls

for in willingness to learn, personality, and their sincere belief in the need for and the good resulting from the sort of thing USIS is doing. The pages are kept busy doing the many usual odd jobs that are necessary to a well-ordered library plus their continual fight to maintain books in a climate that is fatal to them. Besides the dampness, which is sufficient to cause a book binding to turn white from mould overnight, there are innumerable insects which not only eat the paper but also even build mud nests between the pages. The library pages paint the bindings of all books as they arrive with a mixture of varnish, as a protection against the dampness, and chloroform, to discourage the insects. The life of a book that remains on the shelves is short enough, but the life of a book which is borrowed often is reduced to a minimum when the combination of climate, continued handling, and the poor conditions in most homes is considered.

The library is but one of the many services offered by USIS to the people of Malaya, but it operates in very close coordination

with the others. There is a very effective anti-Communist pamphlet-distribution campaign which is aided by the library. In addition to the regular mailing list of schools, organizations of all kinds, and private individuals to whom new pamphlets are sent automatically, the library provides a table of these free pamphlets (printed in English, Chinese, Malay, and Tamil) for anyone who comes into the library. The Press Section of USIS monitors the daily transmission of news from the State Department and prepares the *USIS Daily Wireless Bulletin* which is printed in Chinese, Malay (Jawi), and English. This goes to all English and vernacular newspapers to supplement their commercial press services and to about a thousand organizations, schools, government departments, and business firms. Here again the library plays an important, though limited, part. As a result of news items received, newspapers often call in with reference questions. A recent example has been the Korean action; many requests for maps and incidental information (such as, "What is the origin of the term G. I.?) have

been quickly filled by the library staff.

USIS maintains a Film and Radio Section which also works through the library to some extent. The Film and Radio Chief has several hundred films (with soundtracks in Chinese, Malay, Tamil, and English) and filmstrips and several hundred radio programs, many of which are "Voice of America" transcriptions, which are available to schools and organizations and local medium-wave broadcasters. Listening to the broadcasts of the "Voice of America" in Indonesian Malay, English, and the Chinese dialects spoken locally which are beamed to Malaysia is strongly encouraged whenever possible. The library helps to do this by distributing the VOA program booklets in the same way as the propaganda pamphlets. An important aspect of USIS as a means of implementing the friendship between the American people and the other peoples of the world, as well as strengthening the resistance to Communist aggression in other parts of the world, is the Exchange of Persons program. USIS encourages students and professional persons either to take advan-

tage of the small number of scholarships to American universities available to them or to go to the United States on their own to further their studies.

The USIS offices and library are located at the present time on the third floor of a small office building while awaiting larger, more modern space in a building now under construction in the center of the business and shopping district. When the move is made, the enlarged space will make possible more services and even greater coordination of existing services. There will be a small theatre for movies, recorded concerts, and lectures. The library itself will be on the ground floor on one of Kuala Lumpur's busiest streets. All USIS activities will be expanded to further the purpose of the State Department's program of Information and Education: to promote friendship and understanding between the people of the United States and the peoples in other parts of the world in order that our ideals of freedom, peace, and prosperity will triumph over the evil doctrines of Communism.

* L.S.U., B.A. 1942.

MAGAZINE SERVICE AT L. P. I.

FRANCES LOCKE

Circulation Assistant, L. P. I.

In 10 seconds a Louisiana Tech student can be given the location and availability of any issue of more than 350 magazines. In 23 seconds he can be reading from any unbound issue of the 50 most requested titles. This was made possible by a streamlining of the magazine service.

Since 8500 unbound magazines are circulated from the main desk each year—often a hundred a day—efficient service demanded a better system than that afforded by Kardex and other conventional methods of recording. Such systems show only the titles purchased and the issues received. They do not indicate those lost or

stolen since the subscription began. Unless records do show this, much effort is wasted in trying to locate references.

LPI can afford to bind only 120 titles. Thus, some 130 unbound titles must be shelved in the basement. Before this new system was set up, a standard checking-in record was used and a mimeographed alphabetical listing of magazines was kept at the circulation desk. This list indicated the date the subscription began but failed to show missing issues or missing volumes. For example, it showed "Newsweek, v. 4, July 1934—" with the notation "Incomplete". A student assistant would disap-

pear into the basement with a request for September 5, 1936. Several minutes later he would climb up and report that this issue was lost. The student had waited a long time at the desk only to discover that the material was not available and that he must go in search of further references. The staff member was not certain whether it was lost or misshelved. Many similar trips during an hour left the student assistant exhausted and filled with wonderment that the mimeographed record of the holdings could have been so cynically accurate. Incomplete indeed!

In order to bring about a better system, the following procedure was effected.

1. An inventory was taken of the periodicals, both bound and unbound,

which were indexed by the standard services (Readers' Guide, Education Index, etc.). This included some seventy-five periodicals in the departmental libraries, Engineering and Forestry. The work was done during spare moments over a period of six months by a professional librarian and supervised student help. The whole project probably could have been completed in about seven weeks of uninterrupted work by a professional librarian and one student assistant.

2. The information acquired from the inventory was put on standard 3 x 5 checking-in cards adapted to the purpose. Below are two sample cards showing various types of information and the method of recording.

THE NATION		Weekly												open shelf (penciled)	
Year		Jan	Feb	Mar	Apr	May	June	Jly	Aug	Sept	Oct	Nov	Dec		
34							6								
35								x							
36-47															Bd in RR
48													9		
49															
50															

Explanation:

- a. For unbound volumes, one line is allotted to each year.
- b. Inclusive years are indicated for bound volumes.
- c. Only missing issues are noted: i.e., February 6, 1934, and June 9, 1948.
- d. "x" — all issues for that month are missing.
- e. Location is given at the extreme right of the card. "Bd in RR" means that the volume may be found in its alphabetical place around the walls of the Reading Room. As most of the unbound magazines are located in the basement, no notation is made for location unless it is other than the basement.
- f. The blocked square indicates that an issue for August 1934 was missing, but that it has been requested and supplied from an exchange list.
- g. "Open shelf" is penciled in and is the location of the current volume.

ENGINEERING NEWS-RECORD		Weekly												Engr Lib (penciled)	
Year		Jan	Feb	Mar	Apr	May	June	Jly	Aug	Sept	Oct	Nov	Dec		
37													9		
38													2		
39-48															
49															
50															

Explanation:

- a. The unbound issues for July-Dec. 1937 and for 1938 are in the Main Library while all bound volumes are housed in the Engineering Library.
- b. The reference "Jan-June Bindery" is penciled in lightly when the magazine is sent to the bindery.
- c. The location of the 1949 (July-Dec) and 1950 volumes is given in pencil to facilitate changes later when the volume is bound.

At the present time, two files are used. One is at the main circulation desk for use by staff members and student assistants and one, for the benefit of student borrowers, is on the table with the periodical guides. A student may use the file to determine if a particular issue is available and where to look or call for it before jotting down the reference.

The main advantage from the student's viewpoint is the time saved by a more business-like and efficient system. Time is saved in the use of the periodical guides. Only references to issues that are available are considered. The student knows where to call for the magazine and may find it for himself if it is in the Reading Room.

The advantages from the staff's viewpoint are: (1) Ease and speed in checking exchange lists. They may be checked the same day they arrive by student assistants working at the circulation desk; (2) Ease and speed in preparing want lists; (3) If an assistant cannot find a particular issue and it is not listed as missing, then it is misshelved. A thorough search produces it and it is again placed in the regular place; (4) Since many of the periodicals go directly to the basement after

being checked in, the penciled notation giving location of the latest issue is a great timesaver; (5) The satisfaction of knowing that the statement, "Yes, that issue is on the shelves" is an accurate one, based on a perpetual inventory.

An inventory made it possible to tell which magazines were being consistently stolen over the years. As it is small comfort for a student to learn that a magazine in popular demand was once received but no longer available due to theft, all titles in this category were removed from the open shelves (previously each current issue of a magazine was placed on the open shelf). All the unbound issues of the fifty most called for titles, including the current year, were placed in small rooms to the right and left of the circulation desk. These rooms are open to the staff only. The constant calls for these titles make student assistants so familiar with the contents of the rooms that their reaction is automatic and they do not have to consult any records before producing the desired magazine. This accounts for the speed with which these magazines may be placed in the hands of the students. Efficient service, rapid resheling and frequent inventories are other direct aids.

L. L. A. PRESIDENT'S REPORT, 1950

This was the first year that the Association functioned under the calendar year, and at first the executive board felt itself under a handicap in orienting its activities to the new order. With the fullest cooperation of everyone the year's activities were successfully completed. The highlights of this year's functions were the convention held in Baton Rouge, the winning of the Field Award for recruiting activities and the successful publication of the *Bulletin* under the able editorship of Dr. Margaret Herdman, notwithstanding the increased cost of printing.

Since the Convention held in Baton Rouge was so successful it is felt that a

summary of this meeting should be given. With world conditions in a state of unrest it was most fitting that the theme selected was "World Peace—Present and Future." Dr. Harold W. Stoke opened the conference with a most inspiring address in which he left us this thought, that only upon truth and understanding can we preserve international peace. The second session was presided over by Dr. Garland Taylor who led a discussion on the subject: "The International Situation Today—Implications for World Peace." A luncheon honoring the twenty-fifth anniversary of the establishment of the Louisiana State Library and particularly the contribution

Miss Essae M. Culver has made to librarianship in Louisiana was held the following day. An unusual number of out of state guests were present to honor Miss Culver. The book dinner honored Mr. John Churchill Chase for the outstanding book published about Louisiana during 1949, "Frenchmen, Desire, Goodchildren." After the business session on the last day of the convention Mr. Milton Lord gave an address entitled "The World is My Oyster." The recommendations adopted at this session deserve mention. Two motions were approved. The first, the transfer of \$100 from the sustaining fund to the general fund for financing the Association's contribution to the Washington office of the A.L.A., and the second, the transfer of another \$100 from this fund to the general fund to assist in financing the *Bulletin*. A motion to implement the report of the Committee on Negro Participation was postponed for action for another year. A revision of the constitution and by-laws was presented by the parliamentarian. A motion for its adoption was carried.

The Association wishes to thank Miss Edith Abbott and her co-workers for a most successful convention.

Dr. Margaret Herdman and her staff are to be congratulated on successfully publishing for another year the *Bulletin* in the face of rising printing costs. The Association feels justly proud of its official organ.

Certainly the Association is to feel proud of the accomplishments of Miss Vivian Cazayoux and her co-workers for winning the Field Award for recruiting activities in the field of Librarianship. Again this year under the able leadership of Miss Cazayoux the recruiting committee continued its activities.

Considerable progress was made in setting up a system for the distribution of State documents. Beginning December 1, 1950 it will be possible for libraries to select the documents they wish to receive. Also a study is being made as to the possibility of the application of the Dewey

Classification to Louisiana Documents.

The remaining activities of the Association will be summarized under the various committee reports.

Adult Education—Twelve special adult education activities were engaged in by public libraries of Louisiana during 1950. The principal activity was the furthering of the great books program. The reaction of public librarians to such proposals was varied. Some were not interested, several gave various excuses, while a few felt they would be interested. It was recommended that at the next L.L.A. meeting some discussion be held as to the value of the great books program. It was felt by the committee that the librarians themselves needed education in regard to the value of this program.

Auditing—The report cannot be made until after the close of the fiscal year.

Constitution, By-Laws and Manual Committee—A new Constitution and By-Laws were proposed by the committee, and after some discussion they were adopted. No progress has been made to complete the new manual and handbook, and the committee recommends this should be done.

Cooperation with the Southwestern Library Association—Individual members have assisted the officers of the Southwestern Library Association in the work of the Association. The chairman of this committee, Mr. Jacobs, wishes to explore the attitude of the L.L.A. members as to the possibility of the Southwestern Library Association meeting in Mexico City in 1952.

Federal Relations—The chairman asked public librarians to advise Senators Ellender and Long of the interest in H.R. 6000, the Social Security Bill. The chairman met with the A.L.A. Federal Relations Committee at the annual conference in Cleveland in July, 1950. There the basic principles of the proposed new library demonstration bill to be introduced in the 82nd Congress as the Library Service Bill were discussed and the principles drawn up.

Indexing of Louisiana Magazines—A survey was made by this group to determine what magazines each college would be willing to index. Since the colleges had the most complete holdings the indexing of these magazines would naturally fall to them. Each college indicated the magazines it would be willing to index.

Legislation—It was the decision of this committee to recommend postponing action for the time being in regard to amending the law relating to the distribution of State documents.

Membership—At the close of the calendar year, the number of members in the Association was as follows: 384 individual, 15 contributing, 42 institutional and 5 sustaining. This is quite an increase over last year and speaks highly for the work of this committee.

Participation of Negro Members—A study was made of the feasibility of holding the annual convention in places where Negro members could participate. A motion to implement the recommendations of the committee's report was postponed for action until another year.

Publishing an Index to the Louisiana Historical Quarterly—This group is at the moment negotiating for the publication of this index.

Recruiting—This committee continued its splendid work under Miss Vivian Cazaux. In March the committee received the Field Award for its recruiting activities. During this year the committee continued its activities on the same high level. The issues of the Newsletter, edited by staff members of the various state colleges, were mailed to prospective librarians. The committee continued to promote the use of the exhibit on library work as a career, and four of the districts of the Louisiana Federation of Women's clubs made use of this exhibit at their meetings. A meeting of all parish chairmen was held at the State Convention to explain plans for Book Week. As part of the plan for Book Week, Librarian for a Day was spon-

sored, and a poster contest for high school students was held. The poster judged best was to be printed and sold for use with recruiting exhibits. Unfortunately, the committee felt that none of the posters submitted were the type suitable for recruiting purposes. The contest was won by Melba Voisin, Grand Caillou School, Houma, who was awarded \$10 in books which she selected. As a follow up of the 1949 program, over 200 letters were mailed to prospective librarians to further encourage them in their interest in librarianship. So popular is the brochure "Be a Librarian" that the supply was exhausted, and an additional supply, reprinted.

Additional recruiting not carried on by the committee was the organization on May 3rd at Northwestern State College of a national library science fraternity, Alpha Beta Alpha. The Scharlie E. Russell Library Club became the first chapter. On June 23, the High School Library Association held its second organizational meeting at Louisiana State University. It was attended by approximately forty delegates from high school clubs all over the State. Activities were discussed by the group at this meeting.

Salary, Staff and Tenure—Following the report of the committee for 1949 it was felt by this group that no new activities were in order.

State Documents—There were two committees appointed to consider problems connected with State documents. The first of these committees made the following recommendations. 1. That a committee be appointed to study the application of the Dewey Decimal Classification to Louisiana documents. 2. That an index be prepared to the Semi-Annual List. This index will be issued with the next list. 3. That Act 493 of 1948 be interpreted to permit selection of publications by libraries. This procedure is now being set up. Mailing on this basis will begin December 1st. The second committee appointed is to study the application of the Dewey Classification to Louisiana documents. Letters

have been mailed to librarians asking for their experiences, or the practices followed in their libraries.

Treasurer's Report—The Treasurer's report will be treated more fully in a separate report. We are happy to note that the Association's finances are in very good shape, and there has been a substantial increase in the cash funds during the year reported.

Committees not listed have already been reported.

Summary of Section Reports

College and Reference Section—A committee of this section investigated the possibilities of having one group of officers serve both the library section of the Louisiana College Conference and the College and Reference Section of the L.L.A. The committee presented its report, and the section voted to continue under its present arrangement.

The Public Libraries Section held its annual meeting at the L.L.A. Convention

where Mr. Lord was the guest speaker. Since no report was received from this section its activities were apparently confined to the annual meeting.

The Louisiana Association of School Librarians held two meetings this year. One at the L.E.A. and the other at the L.L.A. Since no report was received of its activities, apparently no other activity was undertaken.

At this time it is the pleasure of the retiring president to thank everyone who has assisted in any way the work of the Association this past year. The Association has continued to grow and expand its activities in behalf of librarianship in the State. We the members of the executive board wish to thank you for the opportunity you gave us to serve you. To the incoming board we extend our best wishes for a most successful year, and we shall be glad to be of assistance in any way that we can.

William D. Postell

L.L.A. Conference, Alexandria

The Program Committee is pleased to make through this issue of the *Bulletin* a progress report to the membership. General sessions are planned for Thursday afternoon and evening, April 12 and Saturday morning, April 14.

Mr. Raymond C. Lindquist, Librarian, Cuyahoga County Library, Cleveland, Ohio will be the principal speaker at the first general session, and Dr. T. V. Smith, formerly U. S. Congressman from Illinois and Professor of Philosophy, University of Chicago, presently Maxwell Professor of Citizenship and Philosophy, Syracuse University, and Visiting Professor, Tulane will be the principal speaker at the second general session.

Miss Virginia Kirkus, founder and director of the Virginia Kirkus Bookshop Service, New York City, will speak at the annual Book Dinner. A special feature of this year's conference will be the luncheon on Friday, April 13, in recognition of the first twenty-five years of the life of the Association.

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L. L. A. TREASURER'S REPORT, 1950

Receipts:

Balance on hand January 1, 1950	\$ 563.88
Dues	\$1200.50
Convention	585.00
Field Award	300.00
Miscellaneous	10.20
Reimbursement from Sustaining Fund	200.00 2295.70
Total	\$2859.58

Expenditures:

A.L.A. Subsidy	\$100.00
A.L.A. Dues	25.00
Executive Committee	70.25
President's Expense	31.52
Modisette Award	30.90
Field Award	200.00
Constitution Committee	15.17
Bulletin Subsidy	400.00
Recruiting Committee	238.30
Convention	121.49
Literary Award Committee	10.00
Federal Relations Committee	41.31
Membership Committee	10.80
Publicity Committee	41.22
Legislation Committee	2.18
Southwestern Library Association Dues	49.12
Section Allotments	156.25
Transfer to Sustaining Account	125.00
Miscellaneous	10.00
Total	\$1678.51

Cash Balance December 31, 1950 \$1181.07

Assets:

Balance in Checking Account	\$1181.07
L.L.A. Publication Fund	117.35
Sustaining Account	103.07

Total \$1401.49
Liabilities—Outstanding Checks 133.50

Total Assets January 1, 1951 \$1267.99

Buildings for Small Libraries

A.L.A., Chicago, 1950. 40 pp. \$1.25

Here is a title which shows the results and not the "how" of building planning. Included are examples of new library buildings influenced by modern architecture, and church, bank, and store buildings adapted to library purposes. It illustrates that simplification of design does not reduce the beauty and distinction of library buildings. Informality of furnishing and wider use of color make interiors more attractive. This is typified by the more generous use of glass. Of interest to anyone faced with the problem of creating new library facilities or remodeling present library quarters. Many pictures and floor plans.

CITIZENSHIP PROGRAM

A statewide Citizenship Program to arouse Louisianians to more active citizenship is a major 1951 project for Louisiana's parish libraries and the State Library.

The program was adopted at a meeting of parish librarians in Baton Rouge last August, resulting from concern over the apparent indifference of many Louisianians to their duties and responsibilities as citizens.

Aimed at encouraging Louisiana's citizenry to register, vote intelligently, respect laws and participate in civic affairs, the program was launched in January under the slogan "Be A Full-Time Citizen".

In a letter to individuals and groups supporting the project, State Librarian Esse M. Culver cited registration and voting figures as evidence of citizen apathy; less than forty per cent of Louisiana's registered voters bothered to cast ballots in the last presidential election; only 809,000 of the more than a million potential voters in the state were registered in November, 1950.

The project is receiving the support of organizations, institutions, agencies and individuals throughout Louisiana. The State Library is state information center for the program, distributing exhibit and program suggestions, book and film lists, car and correspondence stickers and posters. Parish libraries and parish-wide committees will promote local program plans.

Planned for the whole of 1951, the campaign will be given special emphasis in March. Clubs all over the state are asked to give one entire program, or part of a program, on citizenship during March. Libraries will feature books, pamphlets, films and exhibits on citizenship. Cooperation in publicizing the program has been requested from press and radio.

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BULLETIN FINANCIAL REPORT, 1950

Receipts

Amount brought forward from volume 12	\$ 16.28
Louisiana Library Association Subsidy	\$500.00
Subscriptions	33.00
Extra copies sold	16.40
Extra engravings	9.75
Advertisements	
Volume 12, number 5	\$ 70.00
" 13, " 1	80.00
2	85.00
3	105.00
4	120.00
	460.00
	1,019.15
Total Receipts	\$1,035.43

Expenditures

Bank charges	\$ 1.30
Postage, correspondence supplies, telephone	24.74
Printing	
Volume 13, number 1	\$222.38
2	205.00
3	188.94
4	189.93
	806.25
Total Expenditures	\$ 832.29
Cash balance, December 31, 1950	83.14
Accounts Receivable	120.00

○

L. L. A. OFFICERS AND COMMITTEES 1951

Frances Flanders, President, Librarian Ouachita Parish Public Library, Monroe
 William Dosite Postell, Past-President, Librarian L.S.U. School of Medicine, New Orleans
 Evelyn Peters, Vice-President and President-Elect, Librarian Professional Library, Orleans Parish School Board, New Orleans
 Marion Taylor, 2nd Vice-President, Librarian Webster Parish Library, Minden.
 Nancy Sexton McGee, Secretary, Librarian Ruston Jr. High School
 Ruth Walling, Treasurer, Chief Reference Librarian, L.S.U. Library
 Andrew J. Eaton, Parliamentarian, L.S.U. Library

Standing Committees

Adult education:
 Inez Bonne, Chairman, Shreve Memorial

Library, Shreveport (1951)
 Helen Dykes, Washington Parish Library, Franklinton (1951-52)
 C. Paul Phelps, Trustee Tangipahoa Parish Library, Ponchatoula (1951-53)

Auditing:

Evelyn Taylor, Chairman, Engineering Library, L.S.U. (1951)
 Anne Beale Golson, Order Department, L.S.U. (1951)
 Doris Beckley Dantin, Commerce Librarian, L.S.U. (1951)

Constitution, By-laws, Manual:

Dr. Andrew J. Eaton, Chairman, L.S.U. Library. (1951)
 S. Metella Williams, L.S.U. Library School. (1951-52)
 Geneva Washburn, Neville High School, Monroe (1951-53)
 Yvonne Toups, Francis T. Nicholls Jr. Col-

lege Library, Thibodaux (1951-53)
W. D. Postell, ex-officio, Louisiana State University School of Medicine, New Orleans (1951)

Frances Flanders, ex-officio, Ouachita Parish Public Library, Monroe (1951-53)

Cooperation with "Extension program" of S.L.A.:

John Hall Jacobs, Chairman, New Orleans Public Library. (1951)

Vivian Cazayoux, Louisiana State Library, (1951)

Marjorie Leigh, Louisiana Polytechnic Institute Library, Ruston (1951-53)

Federal Relations:

Sallie Farrell, Coordinator, Louisiana State Library. (1951-52)

Matilda Schenker, East Baton Rouge Parish Library, Baton Rouge (1951)

Ruth Clark, Lake Charles High School Library. (1951-53)

Mrs. Nantelle Gittinger, Louisiana State Library. (1951)

Essae Martha Culver, ex-officio, Louisiana State Library.

Legislation:

Lucille Arcenaux, Chairman, Lafayette Parish Library. (1951-52)

Florinell F. Morton, L.S.U. Library School. (1951)

Virginia McDonald, Acadia Parish Library, Crowley (1951-54)

Lucille Young, DeSoto Parish Library, Mansfield (1951-54)

Essae Martha Culver, Consultant, Louisiana State Library.

Literary award:

John Hall Jacobs Chairman, New Orleans Public Library (1951)

Mildred Harrington, L.S.U. Library School (1951)

Guy Lyle, Director L.S.U. Library (1951-53)

Loma Knighton, Stephens Memorial Library, S.L.I., Lafayette (1951-53)

Lois Shortess, Lois Shortess Book Shop, Baton Rouge (1951-52)

Membership:

Evelyn Peters, Chairman, Orleans Parish School Board Professional Library, New



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Orleans (1951)
 Ruby Hanks, Winn Parish Library, Winnfield (1951)
 Ruby Moore, Fair Park High School Library, Shreveport (1951)
 Mildred Gantt, L.P.I. Library, Ruston (1951)
 Ruth Walling, ex-officio, L.S.U. Library (1951)

Modisette Award:
 Kathryn Adams, Chairman, Louisiana State Library (1951-52)
 Mildred Hogan, State Department of Commerce and Industry, Baton Rouge (1951)
 Garland Taylor, Tulane University, Howard-Tilton Memorial Library (1951)
 Lena Young De Grummond, State Supervisor of School Libraries, Dept. of Education (1951-52)

Nominating:
 Louise Gray Lemert, Chairman, Northeast Louisiana College Library, Monroe (1951)
 Elizabeth Cammack, Iberia Parish Library, New Iberia (1951)
 Patricia Catlett, Southeastern Louisiana College, Hammond (1951)

Public relations:
 Marion Taylor, Chairman, Webster Parish Library, Minden (1951)
 Muriel Haas, Tulane University, Howard-Tilton Memorial Library (1951)
 Ella V. A. Schwing, Plaquemine (1951)
 Mary Frances Smith, Centenary College Library, Shreveport (1951-53)
 Lou Venia G. Jones, Morehouse Parish Library, Bastrop (1951-53)

Convention Committee and sub-Committee

Emily Reed, Chairman, Rapides Parish Library, Alexandria.
Hospitality:
 Kathryn Adams, Chairman, Louisiana State Library
 Georgia Maddox, Louisiana College Library, Pineville
 Lillie J. Thornton, Alexandria Public Library

Commercial exhibits:
 Emily Spencer, Chairman, Calcasieu Parish Library, Lake Charles

Marvin Tanner, Bunkie High School
 Murrel C. Wellman, Avoyelles Parish Library, Marksville

Professional exhibits:
 Sara Jones, Chairman, Louisiana State Library

Charles Daniel, Jefferson Parish, Gretna

Program Committee:
 Florrinell F. Morton, Chairman, L.S.U. Library School

Debora Abramson, Louisiana State Library
 Garland, Taylor, Tulane University

Registration:
 Margie Lynch, Chairman, Avoyelles Parish Library, Marksville
 Lucille Carnahan, Northwestern State College, Natchitoches
 Eloise Brock, Natchitoches Parish Library
 George Rose Ferguson, Beauregard Parish Library, DeRidder

Resolutions:
 Dorothy Duncan Romero, Chairman, Ouachita Parish Public Library, Monroe
 Lillian C. Gray, Concordia Parish Library, Ferriday
 Ruth Renaud, New Orleans Public Library

Special Committees

Indexing of Louisiana Magazines:
 Pearl Segura, Chairman, Southwestern Louisiana Institute, Lafayette.

Ruth Campbell, Louisiana State University, Louisiana Collection.

Frances Munson, Louisiana Polytechnic Institute, Ruston.

Marguerite Renshaw, Tulane University, Howard-Tilton Memorial Library.

Irene Pope, Northwestern State College, Natchitoches.

Recruiting:
 Vivian Cazayoux, Chairman, Louisiana State Library (1951)

Norris McClellan, L.S.U. Library School (1951)

Margaret Gueymard, East Baton Rouge Parish Library, Baton Rouge (1951)

Sue Hefley, Webster Parish School Board, Minden, Louisiana (1951)

Maude Musselwhite, Ouachita Parish High School, Monroe (1951-53)

Participation of Negro Librarians:

Sue Hefley, Chairman, Webster Parish School Board, Minden

John Hall Jacobs, New Orleans Public Library, New Orleans

Janet Riley, Loyola Law Library, Loyola University, New Orleans.

MODISSETTE AWARD

The Natchitoches High School Library of which Lucille Carnahan was librarian at the time received the J. O. Modisette award in 1949-50. The award is given for improvement and excellence of service and was awarded at the Louisiana Education meeting in Monroe. The guidance program described elsewhere in this issue was an important part of the N. H. S. Library's service. Agnes Clark is now librarian of the Natchitoches High School Library.

Terrebonne High School Library in Houma received the school library award for 1948-49. Mrs. Lena S. deGrummond, now state school library supervisor for the Department of Education, was librarian then.

Annual awards go also to college and public libraries for progress during the year. These are presented at the annual L.L.A. conventions in the spring. New Iberia Parish Library received the public library award for 1949.

BETA OF ABA

The Beta Chapter of Alpha Beta Alpha (national, under-graduate, co-educational, library science fraternity) was established on December 3, at Mississippi State College for Women, Columbus, Mississippi. The Beta Chapter has 79 charter members, of whom 40 are alumnae members. Miss Irene Smith is President of Beta, and Mrs. Kenneth Gatchel is Sponsor.

The Fraternity was founded on the campus of Northwestern State College, Natchitoches, Louisiana, on May 3, 1950.

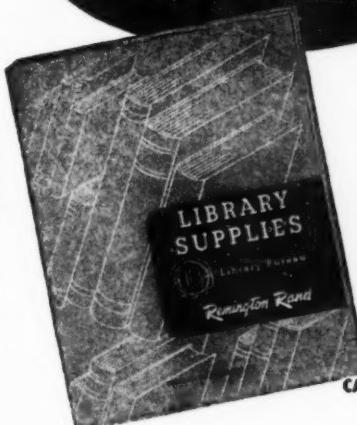
Miss Anita Hostetter, Mr. Charles M. Adams, and Mr. Robert St. John were recently elected to honorary membership.

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PROFESSIONAL EXHIBITS

Librarians wishing to bring exhibits of their institutions to the coming L.L.A. meeting at Alexandria are asked to notify Sarah Irwin Jones, chairman, Professional Exhibits, at the Louisiana State Library in

Baton Rouge indicating the amount of space required. This should be done as soon as possible so that all space may be advantageously shared.

Outstanding Trustees 1951

The Jury on Citation of Trustees wishes to receive nominations of outstanding trustees for the 1951 citations for distinguished service awarded by the A.L.A.

Nominations, with a full record of the candidates' achievements, should be mailed to the Jury on Citation of Trustees, A.L.A. Headquarters, 50 East Huron St., Chicago 11, Illinois, not later than March 15, 1951.

Recommendations for citations may be submitted by any library board, individual library trustee, state library extension agency, state library association, or state trustee organization, or by the Trustees Division of the American Library Association.

Citations are limited to trustees in actual service during at least part of the calendar year preceding the annual conference of the A.L.A. at which the award is made. Equal consideration is given to trustees of small and large libraries, but the Jury may also take into consideration state or national library activities as well as services to the local library.

John Cotton Dana Awards

The John Cotton Dana Publicity Awards will be presented at the A.L.A. Conference in 1951 to those libraries submitting scrapbooks indicative of outstanding publicity during the past year. These awards are given by the WILSON LIBRARY BULLETIN in a contest sponsored jointly by the BULLETIN and the A.L.A. Public Relations Committee. Entry blanks, with directions for submitting material, must be mailed by April 10. Entry blanks are available from the A.L.A. Headquarters, and from John Cotton Dana Publicity Awards Contest, c/o WILSON LIBRARY BULLETIN, 950 University Avenue, New York 52.

Children's Books Sent to Europe and Asia

Ferdinand the Bull, Mother Goose and other story characters loved by American children can now be sent as ambassadors of good-will to the youngsters of Europe

and Asia through the CARE-UNESCO Children's Book Fund.

Launched to promote friendship and understanding between the world's youth, the new program supplements the existing CARE-UNESCO Book Fund, which sends new scientific and technical works overseas. Cash donations from American individuals or groups are used to buy and deliver new American children's literature to overseas schools, libraries, orphanages and other institutions serving young people.

Contributions in any amount sent to the Children's Book Fund, CARE, 20 Broad Street, New York 5, N. Y., or local CARE offices, are applied toward package units for two types of Book Shelf: A series of 34 picture books for young children, or a collection of 33 books for older boys and girls who are learning English as a second language. Each Shelf is packaged in five units priced at \$10 each, or \$50 for a complete Shelf.

Cooperating with CARE and UNESCO in this program, which has been approved by the U. S. Department's Advisory Committee on Voluntary Foreign Aid, are the American Library Association's International Relations Committee, Division of Libraries for Children and Young People, the National Congress of Parents and Teachers, and the Association for Childhood Education.

Louisiana College Conference

Will meet this year at Louisiana Polytechnic Institute on March 2-3. There will be a general meeting at 2:30 p.m. on Friday, March 2, in the Little Theater of the Howard Auditorium Building. This will be followed with a tea and informal get-together in the main parlor of Adams Hall. The conference banquet will be held in the banquet room of Adams Hall at 7:00 p.m. The sectional meetings will be held Saturday morning, March 3. The executive committee has arranged a fine program for the afternoon session and the banquet Friday night. The banquet speaker will be Dr. Tremaine McDowell.

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